

Abstract

Thesis *Woods as an educational space?* examines using quantitative methods the differences between children in ordinary kindergartens and forest kindergartens, and it does so according to formation of individual components of scientific literacy or knowledge of selected terms (concepts) in its empirical part. For this purpose it creates evaluation model of scientific literacy of preschool children (didactic test) based on the example of processing a particular topic – Forest. The topic is set into the concept of pedagogy, developmental psychology, and social ecology. The theoretical part discusses the issue of scientific literacy, especially in the context of preprimary age. From the perspective of developmental psychology are furthermore described cognitive developmental characteristics of preschool age in their basic level. This part also focuses on strategic documents of (permanent) sustainable development. The thesis gives a first interesting insight into the problem and reveals a serious facts such as that children from ordinary kindergartens confuse natural objects under artificial objects also are less oriented in inanimate components, than the children of the forest kindergartens.

Keywords:

Scientific Literacy, Pre-Primary Education, Sustainable Development, Forest Kindergarten, Framework Education Program, Cognitive Development, School Education Program